

CARDINAL STRITCH COLLEGE

To: The Joint Finance Committee

From: The Teacher Education Division of Cardinal Stritch College

Date: March 17, 1995

Re: DOA proposed budget for the Department of Public Instruction

As educators charged with the preparation of new teachers and the ongoing development of experienced teachers, we are concerned with the proposed budget cuts that would eliminate 19 programs and over 30 curriculum consultants in the Division of Learning Support and Instructional Services. The following positions and programs are slated to be eliminated:

Science	Physical Education
Mathematics	Gifted and Talented
Social Studies	Agriculture Education
Language Arts	Business Education
Health Education	Early Childhood Education
Reading	Technology Education
Foreign Language	Family and Consumer Education
Art Music	Marketing Education
Environmental Education	International Education

Our concern is, how will the newly reorganized Department of Education provide leadership and service to schools and colleges of education in core areas of curriculum and instruction without the expertise offered by the positions and programs listed above? In addition, issues of equity arise for small or rural school districts and smaller colleges who rely on this expertise for consultative services.

These programs and consultant positions have historically provided statewide leadership and direct consultation services to teachers, principals, curriculum directors and schools of education in the areas of curriculum content and student learning. The focus of this leadership and service has been on the establishment of high expectations and standards for both teachers and students in all content areas.

Major ongoing activities by these consultants include:

- *planning and implementing statewide conferences and staff development opportunities to improve teaching competencies in all content areas
- *developing and disseminating DPI content guidelines for curriculum development in specific disciplines and on an interdisciplinary basis



SCHOOL ADMINISTRATORS ALLIANCE

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Testimony Before the Joint Committee on Finance on AB 150 (Executive Budget Bill)

James M. Lynch
Director of
Government Relations

March 27, 1995

by

An Alliance of:

Association of
Wisconsin School
Administrators
Charles Hilston
Executive Director

Thomas Hill, AWSA
Robert Borch, WASBO
Timothy Gavigan, WASDA
Phil Knobel, WCASS

Wisconsin Association
of School District
Administrators
Miles Turner
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Wisconsin Council for
Administrators of
Special Services
John Gruenloh
Steve LaVallee
Co-Presidents

The School Administrators Alliance aggressively supports an agenda aimed at building upon Wisconsin's national leadership in education. In its entirety this agenda is aimed at enhancing student achievement, increasing efficiency, and achieving greater equity in educational opportunity. Each of you has received a copy of our legislative agenda, and a one page summary of our agenda will be submitted with our written testimony.

There is much in the governor's budget bill (AB 150) that if enacted would build upon Wisconsin's strong educational system. The SAA largely supports the governor's recommendations regarding: student assessment, waivers, granting CESAs greater flexibility, information technology, school-to-work, public school choice, and professional development. These proposals, if enacted, would increase local flexibility, enhance our system of measuring student achievement, and provide greater access to technologies that will be necessary to prepare students to be successful citizens in the global village.

However, private school choice and shifting responsibility away from an elected state superintendent are two policies advanced in AB 150 that, although well intentioned, would negatively impact upon education in Wisconsin.

Today, we will focus our brief comments on the governor's proposals regarding school finance, private school choice, school violence, and the Department of Public Instruction.

School Finance

- 1) Funding must be sum sufficient
- 2) Revenue Limits
 - Limits should sunset, so that policy-makers regularly examine:
 - Impact on education
 - Impact on property tax relief
 - State commitment to two-thirds funding
 - Categoricals should not be included under revenue cap.
 - \$194 should be indexed to inflation.
 - Develop a mechanism for additional flexibility for:
 - Instructional technology
 - Low spending school districts
 - Borrowing up to \$1 million or \$ 300.00 per student.
- 3) Repeal 10 mil limit
- 4) State Aid Distribution
 - SAA '95 in '95' proposal (page 17, of SAA Legislative Agenda)
- 5) EEN Funding
 - Continue to provide waivers for high cost students entering the school district.
 - Establish a fixed percentage of expenditures which determines the pool of money available for the support of educating EEN students.

Milwaukee Private School Choice Expansion

Common Schools

The SAA believes that the principal of common schools is in the best interest of all of our children and for our diverse society. This proposal takes a significant step away from the concept of the common school. Wisconsin's public schools are required to serve all children, regardless of background, behavior or disability. Under this proposal, religious schools could exclude special education students, and could expel students without limitation.

Accountability

Public schools are accountable to the taxpayers through elected school boards. How will private religious schools be held accountable for their uses of public funds?

Public Policy Morass

Opening up K-12 religious educational institutions for state funding creates direct public subsidies of organized religion. This puts state policy-makers in the position of funding all religious schools (no matter how extreme), or in deciding which religions should receive public funding and which should not.

Alternatives

There are alternatives that would increase parental involvement and enhance student achievement, while re-affirming the social value of the common school (magnet schools, achievement goals, etc.)

School Violence

There are three key components to combating juvenile violence in our schools and communities:

- Prevention: (i.e.-definition of roles of schools, parents, etc., appropriate alternatives for children with problems.)
- Intervention: (i.e.-interagency collaboration)
- Suppression: (i.e.-use of negative sanctions-taking drivers licenses, etc.)

Prevention, intervention, and suppression can be thought of as the three legs of a stool. If a strategy aimed at combating juvenile violence is missing any one of these components it will not stand.

The SAA supports the governor's recommendations to create violence free school zones and to authorize school boards to discipline, suspend or expel students for actions while traveling to and from school.

Mandatory School Age

There are two primary considerations in assessing whether or not to lower the mandatory school age to 17:

- How the majority of students are negatively impacted by the minority of students who "drop in".
- The impact on the lives of students who are allowed to leave school before gaining their diploma, and their impact on society.

Lowering mandatory age deals with the first issue but not the second. The SAA is interested in dealing with both of the issues simultaneously.

Department of Public Instruction

The SAA opposes the shift in responsibility for supervising public education from the constitutional office of the state superintendent of public instruction to an appointed position.

The state superintendent of public instruction is a constitutional office, established by Wisconsin's founders. The notion of balance of powers is a fundamental democratic principal. In order for the SAA to support the loss of this constitutional protection it would have to be convinced that there would be a benefit to public education that would result from changing the governance system to a cabinet model, and that would outweigh this loss. However, the SAVE Commission's own working documents stated that:

National research on state education governance structures generally concludes that each governance structure has advantages and disadvantages and that no one governance structure is necessarily the most effective in all settings.

In any event, the shift of the DPI into the cabinet should go before the people.

The SAA supports altering the current system of governance, as well as, the mission and structure of the state department of public instruction to:

- Move towards a seamless governance system of lifelong learning.
- Decentralize decision-making and service delivery within the parameters of state academic goals.
- Structure customer-driven department.

The SAA project team on the state leadership role in education is developing a comprehensive proposal (governance, mission, and structure of DPI) to implement these goals, while maintaining the integrity of the constitutional office elected by the people to be an independent advocate for children.

School Administrators Alliance

Building Upon Success

Historically, the people of the State of Wisconsin have valued and invested in their public schools. By any measure the state has had, and continues to have, a strong rate of return on this investment. Despite not being among the top ten highest spending states, on per capita expenditures on public education, our students currently lead the nation in ACT scores, placement in advanced course work, and enjoy the best school to work initiative in the country.

The School Administrators Alliance aggressively supports an agenda aimed at building upon Wisconsin's national leadership in education. In its entirety this agenda is aimed at enhancing student achievement, increasing efficiency, and achieving greater equity in educational opportunity.

The following is a brief summary of the SAA's initiative for change, you can find more detailed information regarding our proposals in our 1995 legislative agenda.

Revenue Limits

Maintain a proper balance between adequate funding of public education and controls on spending. Alter the current revenue caps to promote equity between school districts.

SAA 95 in 95 School Funding Initiative

Maintain an equalized aid formula with a primary guarantee that covers 95% of all students in the state.

SAA Achievement Goals Program

Allocate \$2,000 for every at risk child, allow for local flexibility, and demand increased student achievement.

Mandates

Grant greater flexibility in achieving mandated outcomes through systemic reforms such as waivers and alternative compliance processes.

Educational Telecommunications

Increase distance learning opportunities throughout Wisconsin. Assure equal access to educational telecommunications to all students in the state.

School to Work

Implement comprehensive school to work and apprenticeship programs in Wisconsin to better prepare

Wisconsin students to compete and win in the world marketplace. Local school districts should develop these programs in collaboration with local businesses, federal and state agencies and educational institutions.

Village Partnership

Promote collaboration between school boards, administrators, teachers and the community.

Excellence in Educational Leadership

Demand high educational standards for school administrators. Promote opportunity for professional development.

Public School Choice

Establish a model that realizes the goal of giving parents and students options while reaffirming the social value of the common school.

Juvenile Justice

Alter the state's juvenile code to better hold juvenile offenders accountable for their actions and promotes prevention.

School District Consolidation

Provide monetary incentives for school districts that voluntarily consolidate.

Accountability

Establish standards by which parents, communities, and policy makers can determine the quality of education provided to our children and measure their performance.

Parental Involvement

Ensure and expect parents to be active participants in the education of their children and all those in the community.

Student Responsibility

Encourage student participation in community service activities as determined by local school boards.



An Alliance of
The Association of Wisconsin School Administrators
Wisconsin Association of School Business Officials
Wisconsin Association of School District Administrators
Wisconsin Council of Administrators of Special Services



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Senator Lekan, Representative Brancel and members of the Joint Finance Committee.

My name is Mary Jo Cleaver. I am a mother, a taxpayer, a voter, and an employe of the Department of Public Instruction, but I am here on my own time and the opinions I express are my own and should not be construed as those of the department or the State Superintendent.

I will begin by discussing a proposal of the Governor that I wholeheartedly support. I have been in favor of public school choice since the Madison school district allowed me to send my children to a school in a different attendance area nearer to my child care provider. While this is often labeled a "convenience" reason, supposedly worthy of less consideration than an "educational" one, it enabled me to obtain high quality child care at a price I could afford. I also support the Governor's inclusion of inter-district and intra-district enrollment options which would allow students to attend other public schools for individual courses. To my knowledge this proposal is unique to Wisconsin and I am proud to claim credit for the idea on behalf of my supervisor, Faye Stark, who proposed it to the state superintendent for inclusion in the department's 1991-93 biennial budget request.

In fact, the Governor's public school choice proposal draws very heavily from the department's two proposals for public school choice. Which brings me to the critical parts of my testimony.

Most of the Governor's proposals relating to the DPI are promoted

with the argument that we are uncreative, tradition-bound bureaucrats who are nothing more than "mandate police." This has been repeated so often that it assumed to be true, but it is not.

The Wisconsin Association of School Boards publication titled "Updated Wisconsin School Laws", contains nearly 1,000 pages of law enacted by legislatures and signed by governors which affect school districts. The department is not directly responsible for administering all of the laws which school districts are subject to, but we administer many of them and provide consultation to school districts regarding most, if not all, of them. So if we are "mandate police" as the Governor would say, it is because there are plenty of mandates to police. And they're your mandates.

As for being uncreative and unreceptive to new ideas, I have already offered one example of creativity shown in the department which was adopted by the Governor--then claimed for his own. There are others. School to work is the most egregious example. This program was the brainchild of State Superintendent Grover and was developed by department staff. When the department presented the school-to-work initiative in our budget request, the Governor did not even include most of it in his budget proposal. Yet he is touting this fine program nationally as one of his greatest accomplishments. Well, that's okay--he's entitled to take credit for programs he signed into law. But I don't believe that it's right or fair for him to use the very program he has described as one of the finest accomplishments

of his administration to attack the same talented and creative people who presented it to him.

The specific provisions of AB 150 which I most object to are:

1. Creation of a department of education headed by a cabinet appointee. There are a great many reasons to oppose this, but my objection to including it in AB 150 is that it should be proposed as a joint resolution to amend the Constitution and be put to a vote of the people after having been passed by two successive legislatures.

2. I oppose public funding of private schools, particularly religious private schools. I believe that it is unconstitutional for the government to fund religious schools, but even beyond that I believe that, in the end, it will be harmful to public and private education--both of which I have benefitted from and strongly support. I propose a two-part alternative: First, I propose that the public schools be open to all children enrolled in private schools or home-based education for non-core courses and extra-curricular activities--on a space-available basis. The school should be able to count such children in FTE membership. The parents of these children pay income, sales and property taxes to support the public schools and should not be denied access because they choose a non-public school for the main part of their children's education. Second, I would propose an increased tax deduction for every parent of every school age child, paid for by increasing the tax rate at higher income levels or adding another bracket. Those who wish to use the tax savings generated by

that deduction toward tuition at a private school may do so, others may use it for other purposes.

3. I oppose the reduction in the top income tax rate. I realize that most of us are at the middle income level and that is where most of the taxable income is. However, there is a fundamental issue of fairness that requires everyone to pay their share according to their means.

4. I oppose the extent to which the Governor proposes to sacrifice nearly every state and local agency, program and service, on the altar of property tax relief. I believe that it is appropriate for the state to pay a larger share of school costs, but it should be at least partially funded by a progressive tax. I would start by extending the sales tax base to include a number of consumer goods and services currently exempt: some of my choices would be beauty and barber services, health club memberships, dues and fees paid to business associations and fraternal organizations, live bands and orchestras, deejays, veterinary services for pets, pet training and breeding, dance studios, auto and travel clubs, background music services (perhaps at a higher rate), sales of newspapers and periodicals, coin-operated phone services and trade-ins.

5. Finally, I object to the depth of cuts proposed for the department of public instruction. I believe that it is reasonable to expect us to absorb the 5% and 10% cuts which were to have been imposed on most state agencies, according to the governor's budget

instructions. But I believe that the cuts proposed by the Governor are mean and vindictive and meant to get back at people who have dared to disagree with him, yet who are under a constitutional officer not subject to his control. I believe that the Governor's motives are most truly revealed by his proposal to cut the entire public information staff to try to silence this independent voice.

Well, we will not be silenced. I have been a chicken most of my life--afraid to go out on a limb. But I have been watching the political process up close for a number of years now and I am sick to death of the meanness, pettiness, cronyism and sometimes actual corruption which has come to Wisconsin. I am no longer nearly as afraid of what will happen to me personally, as I am afraid of what will happen to the public education system which has served me and my now adult children well and which I hope will still be there for my future grandchildren.

WISCONSIN DIVISION



MISSION 2000

COMPREHENSIVE SCHOOL HEALTH EDUCATION (CSHE)	NATIONWIDE GOALS		WISCONSIN GOALS	
	FROM (Baseline)	TO	FROM (Baseline)	TO
PRIMARY GOALS				
Reduce the proportion of 9th and 12th grade students who have tried cigarette smoking.				
9th 12th	65% 75%	42% 48%	64% 76%	41% 49%
Reduce the proportion of 9th and 12th grade students who smoked cigarettes on 20 or more of the last 30 days.				
9th 12th	8% 16%	4% 8%	12% 19%	6% 9%
Reduce the proportion of high school students who use chewing tobacco or snuff.	19%	12%	12%	8%
Increase the proportion of high school students who daily eat no more than 2 servings of high fat foods.	65%	80%	62%	78%
Increase the proportion of high school students who daily eat 5 or more fruits and vegetables.	13%	35%	11%	35%
ENABLING GOALS			FROM (Baseline)	TO
By the year 2000:				
1. 35% of Wisconsin colleges and universities will require preservice elementary teachers to develop competence in teaching health education by requiring a minimum of 3 semester hours of credit in health education.			16%	35%
2. 55% of Wisconsin school districts will provide staff development time each year to update health teaching competencies for those responsible for health instruction.			DPI*	55%
3. 40% of middle/junior & senior high school health teachers will have a major or its equivalent or a masters degree in health education.			31%	40%
4. 50% of Wisconsin school districts will adapt National Standards for health literacy in designing their health education programs.			0%	50%
5. 30% of Wisconsin school districts will have implemented a health education curriculum which is coordinated and connected with other subjects such as language arts, social studies, math and science.			DPI*	30%
6. 30% of Wisconsin school districts will have connected their health education program with health promotion/wellness programs for school staff and other community health promotion initiatives.			DPI*	30%
7. 75% of Wisconsin school districts with health education programs will emphasize the prevention of tobacco use, improved dietary practices and the reduction of other behaviors associated with cancer.			DPI*	75%

Health Education Coordinator Survey (DPI)

* = Results due in 1-2 months

Services DPI consultants provide include the following:

- **planning and implementing statewide conferences and staff development opportunities to improve teaching competencies in all content areas.**
- **developing and disseminating DPI content guidelines for curriculum development in specific disciplines and on a connected/multidisciplinary basis.**
- **assisting local school districts and CESAs in developing, implementing and evaluating programs aimed at improving instruction and student learning.**
- **reviewing and assisting universities and colleges in the improvement of their preservice teacher preparation programs and outreach staff development opportunities for schools.**
- **aiding in the development, implementation and assessment of new educational resources which support teaching and student learning.**
- **building statewide partnerships and coalitions which support high quality teaching and learning in all content areas.**
- **working with state and national agencies and organizations which have an impact on the quality of teaching and learning in our schools.**
- **aiding in the development of content standards at the national and state levels.**

KENNETH HAMMOND
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ELEMENTARY YEARS SPENT IN RURAL DANE COUNTY PUBLIC SCHOOLS.
SECONDARY YEARS SPENT AT MADISON EAST HIGH SCHOOL.
COLLEGE YEARS SPENT AT COLUMBIA COUNTY NORMAL SCHOOL, UW - WHITEWATER AND UW - MADISON.
TEACHING CAREER IN WISCONSIN PUBLIC SCHOOLS:
- RURAL DANE COUNTY PUBLIC SCHOOLS.
- PUBLIC SCHOOLS IN PRAIRIE DU SAC, OREGON, COTTAGE GROVE AND SUN PRAIRIE.
- PUBLIC SCHOOLS ASSISTANT PRINCIPAL, PRINCIPAL AND ATHLETIC DIRECTOR.
- RETIRED FROM PUBLIC SCHOOL EMPLOYMENT IN 1991 AFTER 37 YEARS OF SERVICE.

AS A STUDENT IN PUBLIC SCHOOLS, MY EDUCATION WAS UNDER THE AUSPICES OF THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION.
AS A CLASSROOM TEACHER, MY PREPARATION WAS INFLUENCED BY DEPARTMENT OF PUBLIC EDUCATION REQUIREMENTS. ADDITIONALLY, AS A CLASSROOM TEACHER, MY TEACHING CREDENTIALS WERE OBTAINED AND MAINTAINED UNDER GUIDELINES MANAGED BY THE DEPARTMENT OF PUBLIC INSTRUCTION.
MY TEACHING WAS CARRIED OUT WITHIN CURRICULAR REQUIREMENTS OF THE DEPARTMENT OF PUBLIC INSTRUCTION.
AS A PUBLIC SCHOOL ADMINISTRATOR, MANY OF MY DAY TO DAY ACTIVITIES WERE PERFORMED UNDER THE SHADOW OF DEPARTMENT OF PUBLIC INSTRUCTION STANDARDS. CONSULTANTS FROM THE DEPARTMENT PLAYED AN IMPORTANT ROLE AS I ADMINISTERED DAILY FUNCTIONS IN PUBLIC SCHOOLS.

MY ENTIRE EDUCATION AND MY ENTIRE CAREER FOUND FRUITION WITHIN THE CONTEXT OF STANDARDS, REQUIREMENTS, GUIDANCE AND STRUCTURE PROVIDED BY THE WISCONSIN DEPARTMENT OF PUBLIC EDUCATION. I AM PROUD OF THE SUCCESS I ENJOYED AS A PUBLIC SCHOOL STUDENT AND AS A PUBLIC SCHOOL EMPLOYEE. I ATTRIBUTE MY PRIDE AND SUCCESS TO THE MANY CONTRIBUTIONS OF THE DEPARTMENT OF PUBLIC INSTRUCTION AND ITS DEDICATED EMPLOYEES.

WISCONSIN CITIZENS, PARTICULARLY ITS PUBLIC SCHOOL STUDENTS, DESERVE TO CONTINUE TO REAP THE BENEFITS AND SERVICES OF THE DEPARTMENT OF PUBLIC INSTRUCTION AS IT PRESENTLY IS MODELED. I URGE YOU AS COMMITTEE MEMBERS TO MAINTAIN THE CURRENT MODEL AND NOT TO ELIMINATE CONSULTANT POSITIONS OR ANY OTHER POSITIONS WHICH WOULD TEND TO LESSEN SERVICES URGENTLY NEEDED BY WISCONSIN PUBLIC SCHOOL EMPLOYEES AND STUDENTS. WE ENJOY A REPUTATION OF HAVING A GREAT EDUCATIONAL FOUNDATION IN WISCONSIN PUBLIC SCHOOLS. PLEASE HELP THE REPUTATION TO CONTINUE.

THANK YOU FOR YOUR STUDIED CONSIDERATION.

A handwritten signature in black ink, appearing to read "Ken Hammond". The signature is fluid and cursive, written over a faint circular stamp or watermark.

RATIONALE

Why is the American Cancer Society involved in promoting comprehensive school health education?

- Cancer prevention is an ACS priority.
- Cancer prevention depends on changing health habits and behaviors.
- Health behaviors are shaped by knowledge, attitudes, and skills.
- Schools are potentially the perfect environment for teaching and reinforcing the attitudes and skills necessary for becoming and staying healthy.
- Comprehensive school health programs which include CSHE provide the structure within the school setting so that positive health practices are modeled and reinforced.
- Comprehensive school health education provides the structure for integrating cancer prevention messages with other health topics, without sacrificing the following five cancer control topic areas:
 - Tobacco Use*
 - Nutrition/Eating Patterns*
 - Cancer-Early Detection*
 - Cancer the Disease*
 - Environment*
- Cancer education delivered through a comprehensive school health education curriculum will be MORE effective due to better trained teachers, regular delivery, a consensus about the value of health in our youth population.
- Implementing cancer education programs through the framework of comprehensive school health education widens the context of cancer prevention and control messages, increasing the possibility that these messages will be reinforced by other health education programs.
- Comprehensive school health education WORKS: We have the data to prove it.



School District of Beloit

Committed to Excellence • Strengthened by Diversity

March 27, 1995

Joint Finance Committee of the State of Wisconsin

Dear Committee Members,

My name is Thomas Kennedy and I have been a Library/Media and Curriculum Supervisor for the School District of Beloit for the past 17 years. During this time, the Department of Public Instruction has come to the assistance of the Beloit Schools more times than can be counted...from curriculum development to library design and automation. The Department of Public Instruction has been there helping us to meet the needs of Beloit's children.

What I would like to highlight for special attention today are the four Statewide Library Service Contracts funded through the Department of Public Instruction's Division for Libraries and Community Learning. These four contracts; Cooperative Children's Book Center, Regional Library for the Blind and Physically Handicapped, Wisconsin Interlibrary Loan Services, and the Milwaukee Public Library, provide daily assistance to thousands throughout the state...all for a very modest investment. One of these services, the Cooperative Children's Book Center provides such unique services that it cannot be replaced. The Cooperative Children's Book Center assists the school district's staff sort through the over 5,000 new children's books yearly to select those materials that meet the needs of our children and their curriculum. Without the Cooperative Children's Book Center's Preview Library in Madison, "CCBC Choices", ETN courses on new materials, and access to the Cooperative Children's Book Center's director and staff, it would be difficult, if not impossible, to place the right book with the right child.

At a time when tight school budgets dictate that we provide more for our children with less...we ask that the Joint Finance Committee recommend keeping the services provided by the Department of Public Instruction intact. Thank you.

Sincerely,


Thomas R. Kennedy
Curriculum Supervisor Library/Media
School District of Beloit

Media Services

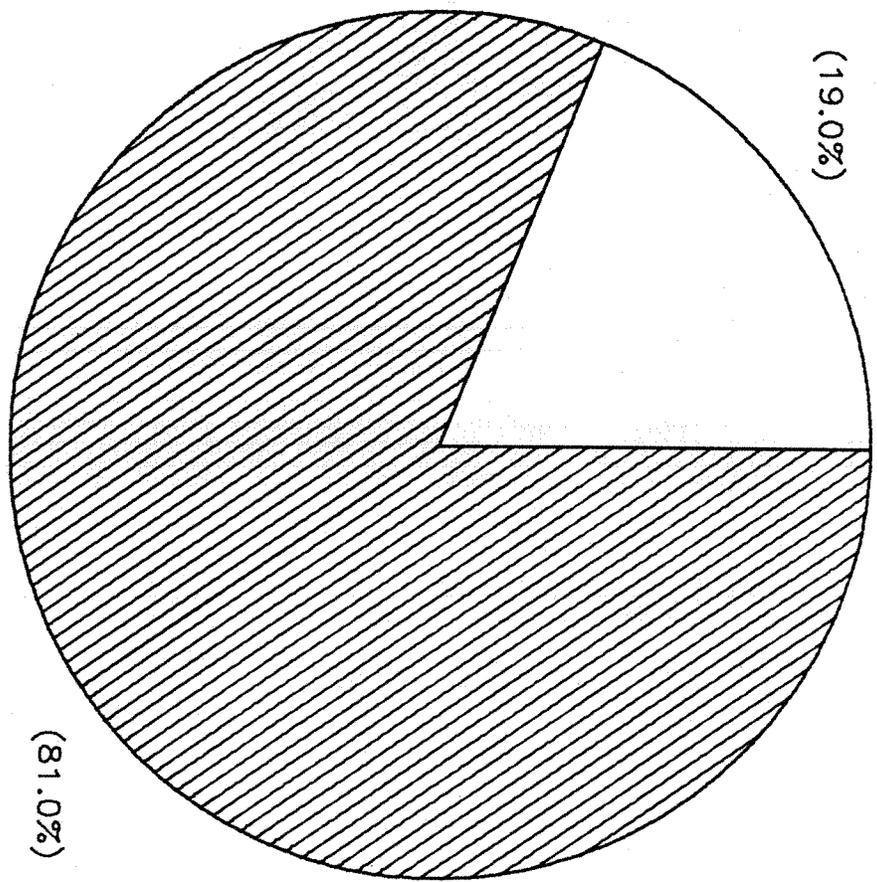
Roosevelt Center • 1633 Keeler Avenue • Beloit, Wisconsin 53511 • (608) 364-6039, FAX 364-3924

AN EQUAL OPPORTUNITY EMPLOYER

SUN PRAIRIE SCHOOL BUDGET

BREAKDOWN

EVERYTHING ELSE



PERSONNEL
WAGES, SALARIES,
& BENEFITS

SUN PRAIRIE SCHOOL DISTRICT 1984-1994 EXPENDITURE COMPARISON

21 JANUARY, 1994

YEAR	BUDGET	PROPERTY VALUE	TAX LEVY	STUDENTP OPUL.	\$/CHILD	% INCREASE OF \$/CHILD
1984-85	\$14,179,141	\$483,874,413	\$7,391,010	3748	\$3,783	0
1985-86	\$15,371,543	\$483,490,158	\$8,666,690	3757	\$4,091	8 %
1986-87	\$16,220,256	\$473,758,595	\$9,130,655	3760	\$4,314	5.4 %
1987-88	\$17,344,554	\$479,504,229	\$8,155,749	3812	\$4,550	5.5 %
1988-89	\$18,549,775	\$519,018,037	\$8,827,481	3695	\$5,020	10.3 %
1989-90	\$20,214,730	\$554,819,033	\$10,758,767	3713	\$5,444	8.4 %
1990-91	\$21,905,740	\$603,283,313	\$11,570,584	3670	\$5,969	9.6 %
1991-92	\$24,022,659	\$658,473,956	\$12,756,342	3777	\$6,360	6.5 %
1992-93	\$25,909,020	\$778,085,046	\$14,664,011	3862	\$6,709	5.5 %
1993-94	\$26,802,588	\$933,593,043	\$16,714,538	4108	\$6,524	(3 %) *
Total Change	\$12,623,447	\$449,718,630	\$9,323,528	360 Students	\$2,741	

* Governor Thompsons spending cap imposed

App. Cong. Salary \$50,000 =

As Wisconsin moves to streamline its government, public agencies must follow suit. Wisconsin's special education laws and rules represent one aspect of public services in need of change in order to reduce costs and increase efficiency while maintaining or improving the quality of educational services to students with disabilities. Following are recommendations for such changes:

1. Federalize to the maximum extent possible. This includes eliminating the costly, time-consuming, and bureaucratized multi-disciplinary team process which exceeds the requirements of federal laws and regulations. It also requires modifications in Chapter ~~48~~⁵⁷ and Chapter 115 which have been interpreted to prevent students from private schools and from state supported and state operated programs from receiving immediate special education services when transferring between those programs and public schools.

2. Update laws and rules to:

a). Include the placement meeting as part of the IEP meeting and permit parents to participate in that discussion.

b). Replace the 13 categories of disability and the unnecessary time and costs invested in specific identifications with identification of a disability using a Sec. 504 or Americans with Disabilities Act definition. This would allow educators and parents together to concentrate on diagnosis of educationally relevant information including how to teach the student.

3. Review laws and rules related to suspension and expulsion of students who are dangerous to self and others. Several District Court cases across the country have established contradictory definitions of the federal "stay put" requirement in cases of students suspended or expelled who then seek special education identification. The new gun amendment to the federal Elementary and Secondary Education Act should be expanded at the state level to include other weapons.

4. The statewide assessment system should be expanded to include required alternative assessment for students with disabilities and the reporting of those results along with the results of 4th, 8th and 10th grade assessments. In addition, state monitoring of quality education should use these results as screening devices for determining which districts may not be providing adequate educational opportunities for all students.

5. Include a requirement that school districts must offer a mediation process to parents prior to pursuing a due process hearing, and revise the system for awarding attorney's fees to one which pro-rates the awarding of such fees on the basis of percent of issues won and lost in the case.

6. Eliminate state controls that don't translate to quality education. Permit districts the option of contracting for some services. Eliminate the requirement of a doctor's statement in order to use the homebound placement option. Eliminate the license requirement for program aides when they are used in special education. Eliminate state reporting requirements that include staff-student ratios in special education, and eliminate financial reporting that excessively details special education expenditures.

7. Revise the special education funding system. An appropriate alternative will discourage over-identification while maintaining incentive for districts to provide required special education and related services in the least restrictive environment. With these changes, the state must make corresponding changes in reports to the state education agency and in the program approval process.

8. Revise teacher licensing in special education to generic special education licenses in all areas except sensory impairments (vision and hearing) and therapies (speech/language, OT, PT, etc.).

Annita G. Donnell
3/27/95

**Testimony to Joint Committee on Finance
William S. Reznikoff, Co-President of PROFs
Co-Chair of the University Committee
University of Wisconsin - Madison
March 26, 1995**

The faculty at the University of Wisconsin - Madison have dedicated their professional careers to building and maintaining an outstanding university for our students and for the citizens of the state. The university has been, and with your help, will continue to be a vital investment in our economic and social development. However we are very concerned that the current budget proposal will undermine that investment.

The budget contains an obvious projected cut of \$47 million over the next biennium and a failure to raise student aids. These cuts and the freeze on student aids will reduce quality and access. We are certain of these effects because we have seen the university's academic program (GPR) budget erode over the last several years so that we have no reserves and we know that student aids are under a national attack.

However, the budget is made much worse by three additional features:

- 1- It contains targeted cuts that constrain the university's ability to cope with the overall cuts.**
- 2- It consolidates a number of functions in DOA. These consolidations will result in user fees (further reducing the budget) and seriously impair our ability to perform our mission.**
- 3- It will reduce future federal funds for the university by diverting indirect cost recovery funds.**

I will limit my testimony to addressing these issues within the context of the proposed consolidation of **Information Technology** within DOA and the proposed reduction in **Federal Indirect Fund Balances**.

Information Technology

The proposed budget provides for the transfer of **all** computer services and other information technology functions including implementation, support, processing and management; unless DOA provides written exemptions. **It is impossible for the university to be a research university if the investigators do not have control over research computer functions. Likewise instructional computer functions must be maintained under the control of the university.** Secretary Klauser has told us that "it is our intention to effectuate a transfer of computer processing associated with administrative functions only," but the budget document **does not specify this.** Moreover, many so-called administrative functions are closely linked to the instructional and research functions and other administrative functions are particularly unique to universities. **The university must maintain operational control over these functions.**

The stated reason for consolidating information technology functions is that it will bring economies. **Our data indicates that just the opposite will occur; consolidation will cost extra money.** Using information provided by Secretary Klauser and UW DoIT, we calculate that the costs would be at least 56% higher than our current costs. The failure to realize cost savings has been supported by recent UW-DOA joint studies. **These additional costs must be found somewhere; much is likely to come out of funds for academic programs because that is the only source.** Furthermore, consolidation would lock us into out-of-date technology and thus cause still more inefficiencies in the future.

The proposed consolidation of information technology would also have the result of reducing the ability of the university to cope with other budget reductions; in effect making a bad situation much worse. For instance part of the proposed administrative cuts can be accommodated by information technology developments that are currently being pursued by a collaborative project with other universities who need similar information technology developments. The alternative would be to take faculty out of the classroom and away from student oriented work and into administration.

Indirect Fund Reduction

This relatively small budget item is a classic example of the state giving away money. The indirect cost funds are a reimbursement for research infrastructure related expenses by federal granting agencies. They are normally used to support these expenses which results in their being counted towards the expenses that are reimbursed the following year. If they are diverted, they

obviously will not be spent on research infrastructure support and therefore **will not be reimbursed**. In fact the financial loss that will result from throwing away these funds is even greater. The indirect cost funds are used as seed money to bring in additional grant funds.

The loss future indirect cost funds will be exacerbated by another targeted cut; administrative cuts. Some of the administrative services to be cut make up part of the research infrastructure network. Cutting these administrative services means reducing future indirect cost recoveries and reducing our ability to service research programs (which will reduce our ability to attract outside funds).

Recommendations

We have a series of straight forward recommendations.

- (1) Please ask us questions or challenge us on any of these issues.**
- (2) Invest in the future of Wisconsin by limiting the budget reductions for the university system and providing more student aids.**
- (3) Give the university the maximum flexibility in handling budget reductions; please eliminate targeted cuts.**
- (4) Take all consolidation issues out of the budget and consider them separately.**

I am Sally Cullen, I am the parent of two children, and I have taught in Wisconsin Schools for 34 years – the last 32 in the Janesville Public School System. It is this experience that I bring with me today as I speak in support of preserving the Department of Public Education and retaining the State Curriculum Consultants.

If the world were a perfect place, perhaps there would be no need for the DPI. All of our students would be intelligent and come from model homes. They would be fed nutritious meals and would be equally prepared to enter school at age five. Unfortunately, this is not the case.

Today, as a French Teacher, I would like to speak on behalf of one program - the Foreign Language program - but in so doing, give you an opportunity to understand the terrible impact that the dissolution of the DPI will have upon all educational programs for our children, programs that are vital to Wisconsin's future.

The Thompson administration has spent thousands of dollars on travel to Germany and Japan, purportedly to increase opportunities for Wisconsin businesses in these countries. Yet this same administration now proposed to eliminate the very people who serve as vital links with these countries. How will these foreign institutions accustomed to structure and stability react when their very contacts have been eliminated?

The Foreign Language program in Wisconsin is fragile, but it is absolutely vital to Wisconsin's economic and intellectual future. It needs the support of the legislature and the DPI in order to survive.

Without the Department of Public Instruction:

- Who will articulate the Foreign Language programs K-16 across the state?

- Who will help Wisconsin teachers implement the National Standards for Foreign Language instruction in our classes?

- Who will be available to answer questions on licensing, certification resources and methodology?

- Who will be responsible for rewriting the state Foreign Language curriculum?

- Who will serve as the guiding force for the annual Foreign Language Conference where over 1500 Foreign Language teachers across Wisconsin give up their weekends to learn the latest techniques in second language learning? For some teachers in Wisconsin this is their sole opportunity to speak their second language.

- Who will answer school districts questions on implementing quality elementary and middle school Foreign Language programs?

It is apparent by these questions that the Department of Public Instruction and its curriculum consultants provide an essential structure to maintain the high educational standards for which Wisconsin is known.

The reason that Wisconsin students consistently score top in the country on exams is due in part because there are conscientious people at the DPI monitoring curriculum areas. Good education does not just happen. It requires strong structure, intense dedication, and careful, well thought out change to keep up with the needs of society.

The radical changes proposed in this budget will throw Wisconsin schools into chaos.

The DPI has cared for Wisconsin's children well over the years. It does not make sense to destroy the agency whose sole purpose is to support the well being of children.

I hope that as legislators representing the citizens of Wisconsin, you reject any attempt to dismantle the DPI. We need the DPI as it currently operates to ensure that all of our children receive an equal opportunity in a less than perfect world.

Milwaukee's "Non-toxic" Schools
By Brother Bob Smith, Principal
Messmer High School

In the Journal's February 12 Crossroads Section, an article by Professor Alfred Lightfoot said urban public schools "are producing tomorrow's illiterates and failing to prepare our society for the 21st Century."

While calling for a "major revolution," he suggested no specific actions and even cautioned against the one step which is readily available: let parents send their children to effective schools. There are many such schools in Milwaukee. With the support of a tremendous staff and dedicated parents, I administer one of them - Messmer High School.

Messmer is a private school on the edge of Milwaukee's inner city. In some respects, we are similar to the urban public schools described by Professor Lightfoot. Most of our students are from low income families. Two-thirds are African-American. Many have only a single parent at home.

But there the similarity ends. About 98% of our students graduate; in the Milwaukee Public Schools the figure is less than 50%. Our students' grade-point average is 2.25; in MPS it's 1.67. There is *no difference* in GPA between white and black students; in MPS the difference is 2.12 v. 1.42. Our per pupil budget is less than that at any MPS high school.

In a word, Messmer works. This is why our freshman enrollment has quadrupled since 1990. Unlike Professor Lightfoot and some of our colleagues in education, we don't wallow in despair over poverty statistics or the racial makeup of our student body. We challenge our students. We inspire them all to succeed. We have certain non-negotiable issues. On the rare occasions that students bring weapons to school, we expel them. Our classrooms and hallways are disciplined. We involve parents. And, yes, heaven forbid, we teach theology. We encourage students to examine values and to decide what direction they wish to take in their lives.

And so, in a community which claims to seek answers to the urban education crisis, we and several other private schools provide positive alternatives. Yet what happens when our Governor suggests that parents of poor families be helped in sending their children to schools such as Messmer?

Our newspapers, which claim to share Professor Lightfoot's despair, say NO! Some elected officials, who appropriate hundreds of millions in taxes a year for MPS and tens of millions for students to attend private religious colleges, say NO!

How can these "community leaders" turn away from a proven alternative, one that is here right now? In the face of a problem they rightly claim is unraveling our community, what is their reason for opposing expanded school choice?

The list of straw men arguments is long:

- Private schools don't accept children with academic problems. This is demonstrably untrue.
- The Constitution won't let poor children to use public funds to attend our schools. Court cases say otherwise.
- Such a program would weaken public schools. Yet such a program exists at the collegiate level and our public universities are among the nation's best.

While thus resisting an option that works, many opponents of parental school choice call for more spending as the primary way to make public schools effective. Nowhere else in our society do we stubbornly resist a less costly option that works in favor of spending more money in search of an answer that might work at the end of another "five year plan"

Low income parents from throughout Milwaukee have organized Parents for School Choice to support State Rep. Polly Williams, Governor Tommy Thompson, Mayor John Norquist, and others who understand that a system of public schools is one which serves the public. They are joined and supported by our community's employers, through the Metropolitan Milwaukee Association of Commerce.

We invite members of the Legislature and, indeed, any citizen to visit Messmer and see what the future could hold for thousands of Milwaukee youngsters. We encourage our elected officials to join Governor Thompson and Rep. Williams in supporting an expansion of school choice legislation that would let low income parents find a school for their children which is effective.

TESTIMONY TO THE JOINT FINANCE COMMITTEE
MARCH 27, 1995

My name is Peggy Jones and I come before you today wearing several hats. I am a special educator in the CESA #8 area located in Gillett. I am also the chair of the State Superintendent's Council on Exceptional Education and most importantly I am a parent of two school aged children. I would like you to know that I have grave concerns about the proposed budget. I want to let you know that I support the following principles:

- * The State Superintendent's position must be maintained. It needs to remain an elected position that is independent and nonpartisan.
- * I strongly support the Wisconsin Department of Public Instruction in its present form. Any elimination of key positions at DPI would do away with much needed and requested technical assistance to school districts and parents in our state.
- * Wisconsin should maintain the statutory language guarantee of state financial support for special education. Further erosion to categorical funding in Wisconsin could mean that the gains we have made in special education would be lost. Further decline in categorical funding would mean an increase in property tax in order to meet the needs of handicapped children as mandated in state and federal law.

Special education students are the most vulnerable in our state. They were given protections by congress and we need assurance that they are guaranteed these protections. I urge you to advocate for this special population of children.

YOURS IN EDUCATION,



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